

Welcome

Please take a few minutes to answer the questions on the pre-test.

Georgia's Tiered System of Supports for Students

Implementer Series Unit 5: Multi-Level Prevention System Part 2

Session Agenda

- Welcome, Review of Agenda and Planning for the Day
- Georgia's Tiered System of Supports for Students Framework
- What is a Multi-Level Prevention System?
 - Secondary Level (Tier II)
 - Tertiary Level (Tier III)
- Progress Monitoring Tier II and Tier III Interventions
- Evidence-Based Interventions
- Self-Assess Secondary and Tertiary Level Prevention
- Wrap-Up, Review, Questions and Next Steps

Participants will be able to:

- Identify characteristics of a multi-level prevention system
- Describe the focus, instruction, setting, and assessments associated with secondary and tertiary instruction (Tiers II & III)
- Evaluate the effectiveness of secondary and tertiary curriculum (Tiers II & III)

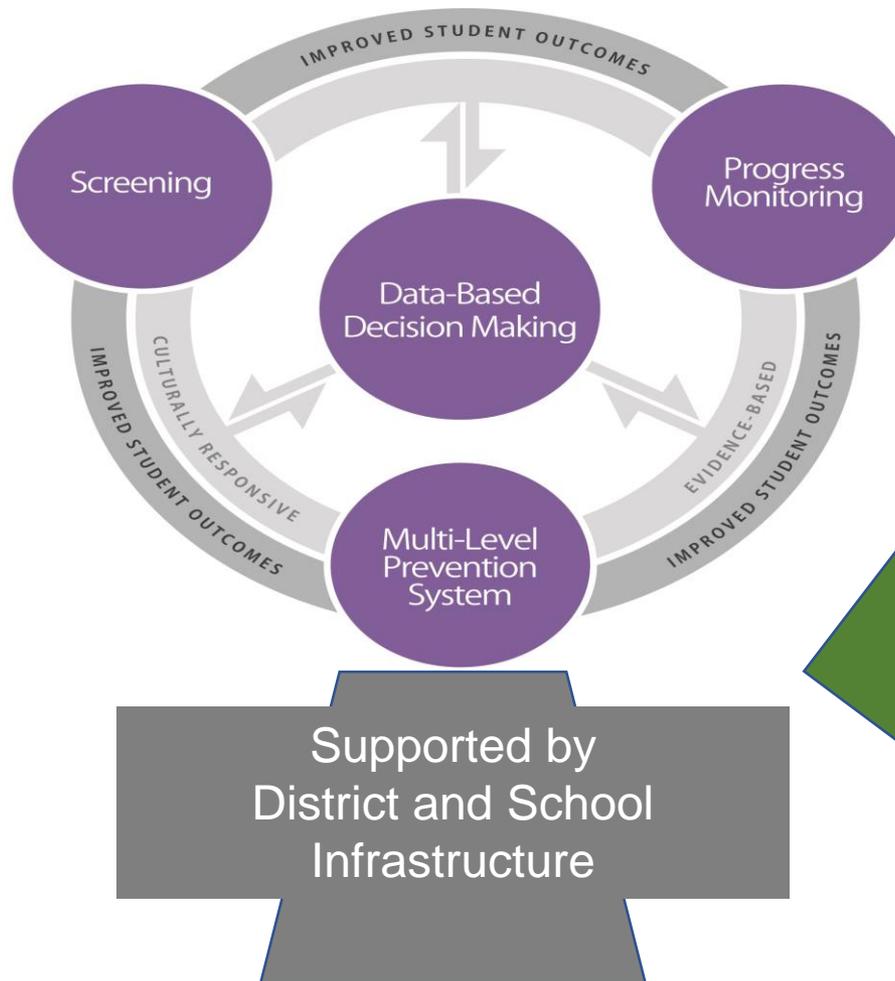
Georgia's Tiered System of Supports for Students

A National Definition

- A tiered system of supports integrates assessment and intervention within a school-wide, multi-level prevention system to maximize student achievement and reduce behavioral problems.
- Promotes systems alignment to increase efficiency and effectiveness of resources.

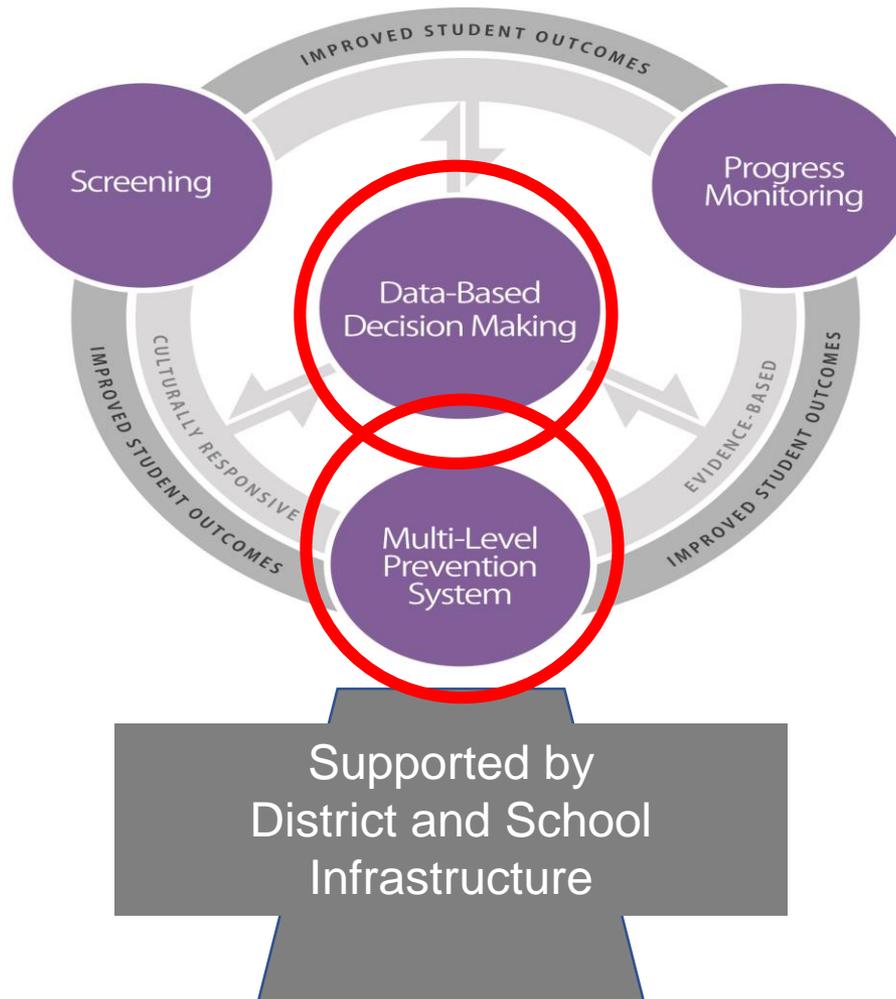
Adopted from the National Center on Response to Intervention (NCRTI), 2010

Essential Components of the Nationally Aligned MTSS Framework



Georgia added the essential component of Infrastructure.

Essential Components of the Nationally Aligned MTSS Framework



Essential Components of Georgia's Tiered System of Supports for Students

- Screening
- Progress Monitoring
- **Multi-Level Prevention System**
 - Tier I: Primary Level – Instruction/Core Curriculum
 - Tier II: Secondary Level - Intervention
 - Tier III: Tertiary Level - Intensive Intervention
- **Data-Based Decision Making**
 - Identify instructional needs for academics and/or behavior
 - Evaluate the effectiveness of core curriculum, instruction, interventions and the framework
 - Determine movement within the multi-level system
- Infrastructure

A Preventive Framework

Georgia's Tiered System of Supports for Students is:

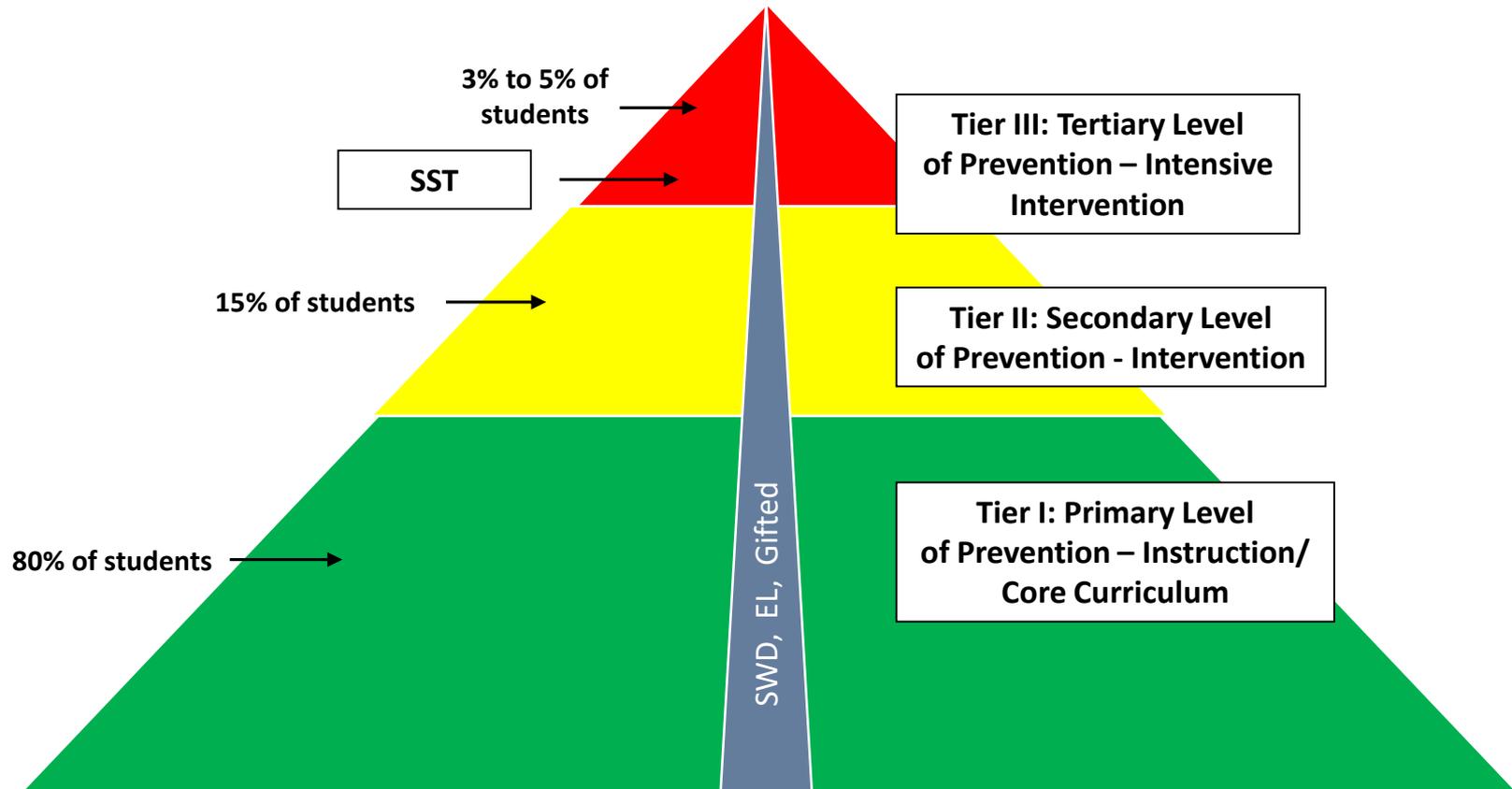
- a multi-level framework aimed at improving outcomes for ALL students.
- preventive and provides immediate support to students who are at risk for poor learning and/or behavior outcomes.



What is a Multi-Level Prevention System?

Let's take a few moments to review.

Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.

Research-Based vs. Evidence-Based

Research-based curricula:

- Recommended for primary prevention across subjects
- Components have been researched and found to be generally effective
- Curriculum materials have not been rigorously evaluated as a package

Evidence-based intervention:

- Recommended for secondary and tertiary prevention (when available)
- Materials evaluated using rigorous research design
- Evidence of positive effects for students who received the intervention

(NCRTI, 2010)

Data-Based Decision Making within a Multi-Level Prevention System

- Analyze data at all levels of implementation (e.g., state, district, school, grade level) and all levels of prevention (i.e., primary, secondary, or tertiary).
- Establish routines and procedures for making decisions (i.e., data-based decision-making protocol).
- Set explicit decision making rules for assessing student progress.
- Use data to compare and contrast the adequacy of the core curriculum and the effectiveness of different instructional and behavioral strategies.

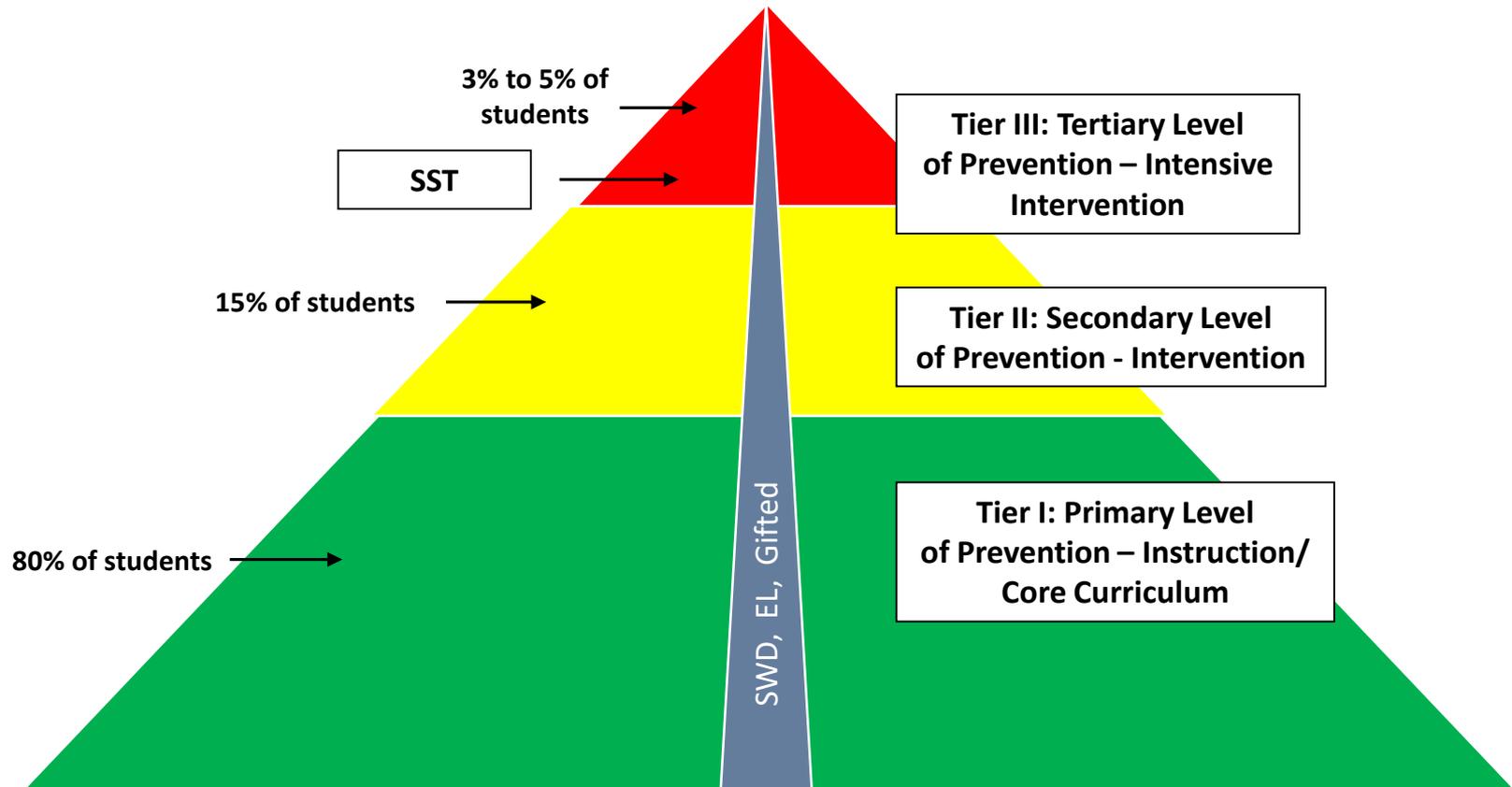


Secondary Prevention Level

Jot It Down

What is your greatest concern about
Tier II?

Georgia's Multi-Level Prevention System



Students receive services at all levels, depending on need.

Secondary Prevention Level

FOCUS	Students identified through screening and other data sources who need enrichment/acceleration or who are at risk for poor learning and behavioral outcomes
INSTRUCTION	Targeted, supplemental instruction delivered to small groups (evidence-based interventions)
SETTING	General education classroom or other education settings within the school
ASSESSMENTS	Progress monitoring, diagnostic

Resource: <https://intensiveintervention.org/>

Resource: <https://ies.ed.gov/ncee/wwc/>

Reflection

What percentage of students in your district/school is responding to the evidence-based interventions in Tier II level of prevention?

Secondary Prevention Focus

- Students who need enrichment/acceleration or who are at risk for poor learning and/or behavioral outcomes.
- Typically 15%-20% of entire population

Secondary Level Intervention

- Evidence-based
- Supports, **supplements**, and aligns with core instruction
- Implementation fidelity based on developer guidelines
- Delivered by well-trained staff in optimal group sizes
- Decisions are based on valid and reliable data and criteria are implemented accurately

Expectations for Successful Evidence-Based Interventions

Evidence-Based Interventions (EBIs) have been shown to have a positive effect on the outcomes of interests (e.g., student literacy, school climate, on-time graduation). Although prior positive findings increase the odds of future success, they don't guarantee it. Evidence-based interventions will be more likely to have a positive effect if you implement them in a context with the fidelity consistent with the original research.

Massachusetts Department of Elementary & Secondary Education

Evidence-Based Interventions: Context Matters

Every intervention is implemented in a particular context and with a particular population. If you implement an intervention that evidence has demonstrated worked, but in a context different from your own (e.g., different enrollment size or community characteristics) or with students different than those you plan to serve (e.g., English language learners, students with disabilities), it is not known whether the intervention will address the challenge you are attempting to tackle. This means that you have to look for the strongest available evidence for your context.

Massachusetts Department of Elementary & Secondary Education

Secondary Prevention Setting

- General education classroom or other education setting within the school
- Adult-led instruction by well-trained staff
- Small group rather than whole class

Secondary Prevention Assessment

- Decisions about responsiveness to intervention are based on
 - Reliable and valid progress monitoring data
 - The slope of improvement or final status at the end of the intervention period
- Decision-making rules are applied accurately and consistently

Secondary Prevention Assessment

- Progress monitoring
 - Monitor student response to secondary intervention
 - Evaluate the efficacy of the secondary system
 - Conduct at least monthly
- Diagnostic assessment
 - Match students' needs to interventions

Use Progress Monitoring for Goal Setting

- Mid-year and end-of-year trajectory goals
- National norms for weekly rate of improvement (slope)

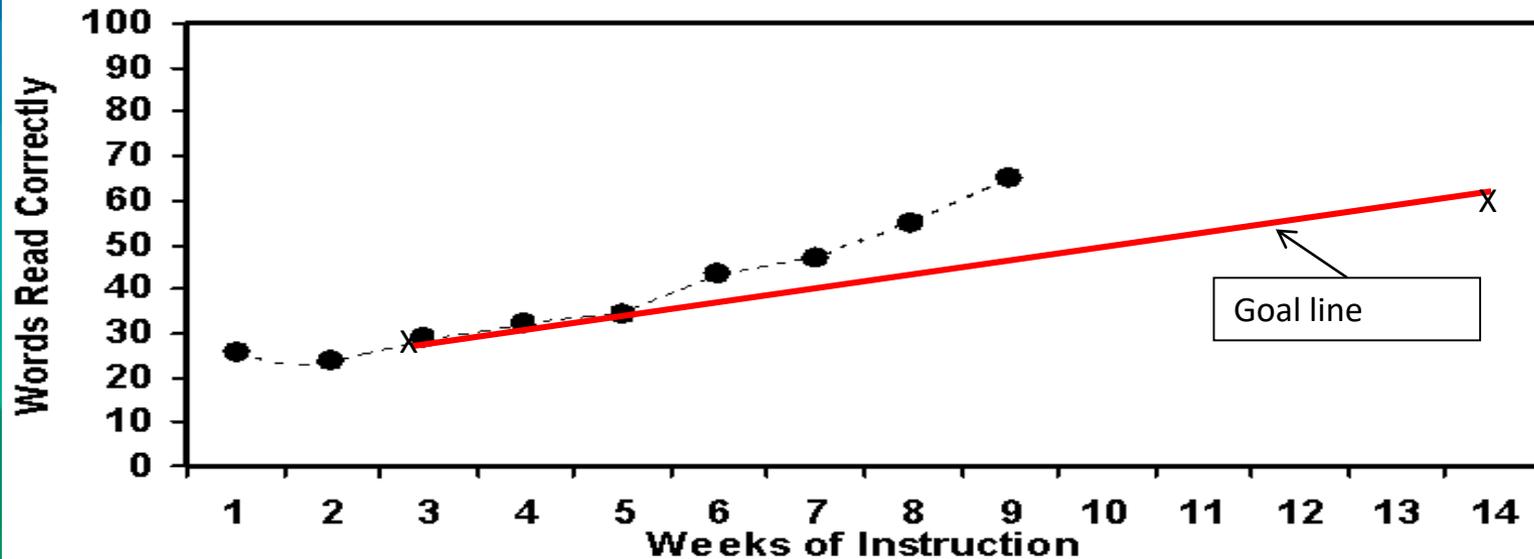
Progress Monitoring Data Within Secondary Prevention

Progress monitoring data

- Determine response to secondary interventions using
 - The four-point rule (decision is made based on whether the 4 most recent data points are above or below the goal line)
 - Trend-line analysis (decision is based on whether the trend is above or below the goal line)
- Compare efficacy of secondary interventions

A trend line is a line through the scores that visually represents the performance trend.

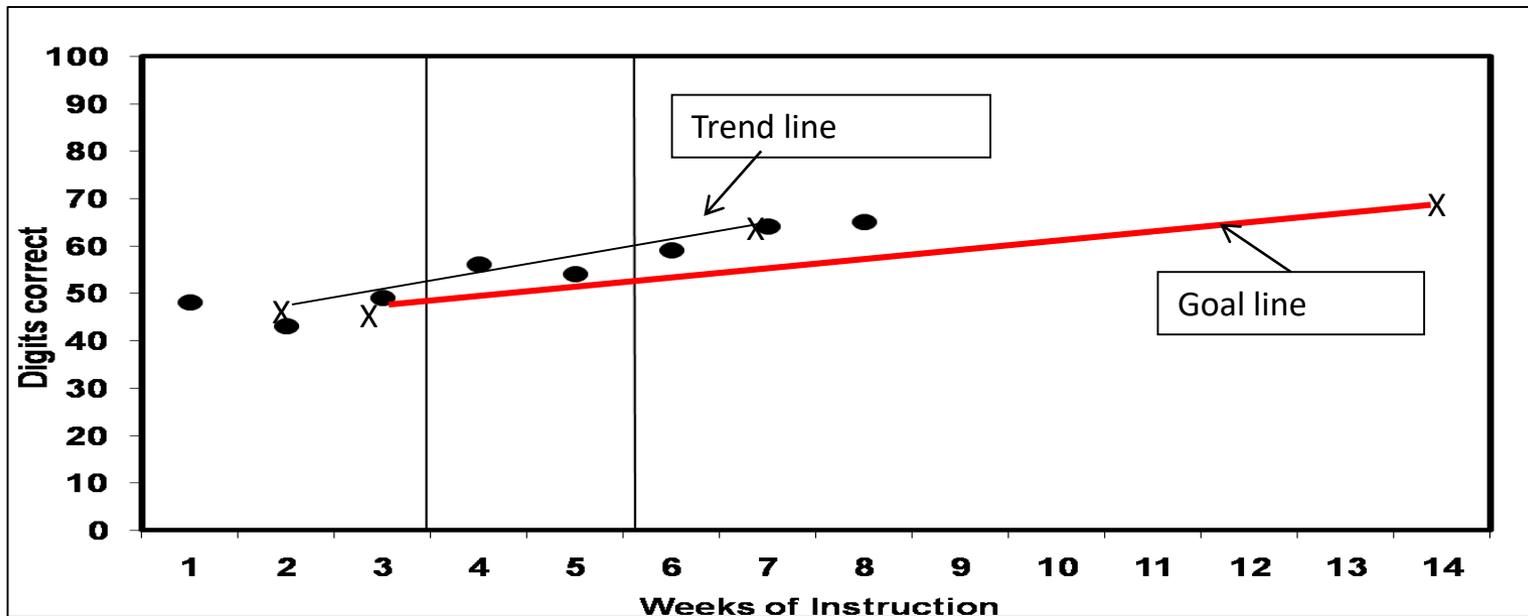
Progress Monitoring: Determining Response Using the Four-Point Rule



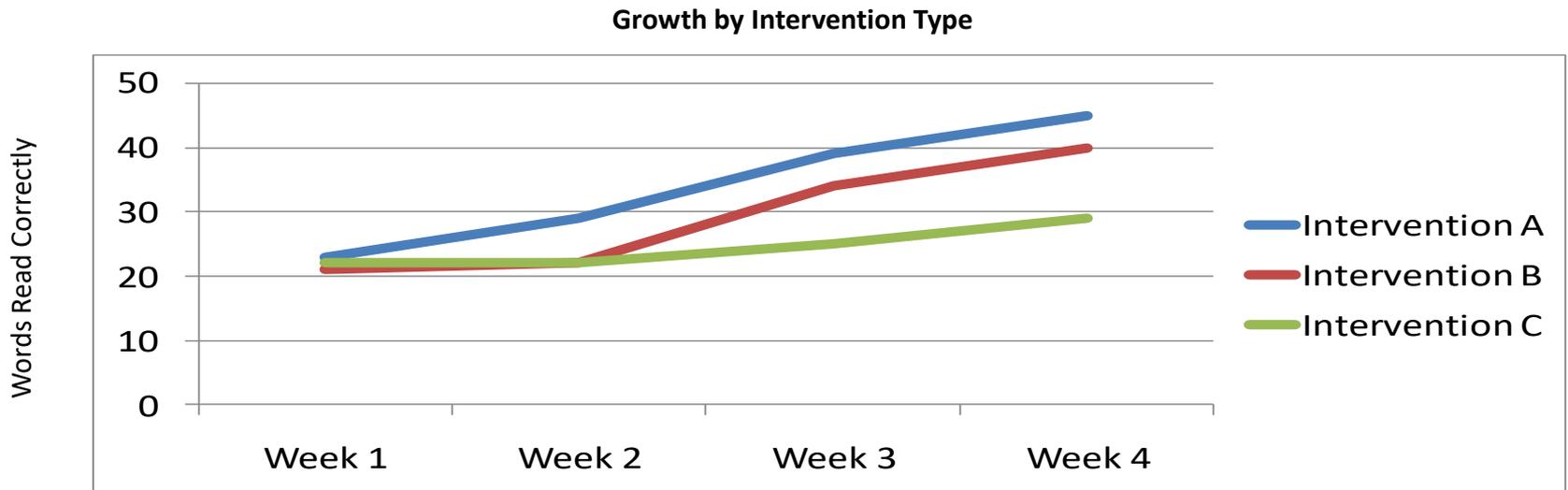
Four Point Rule

Data Points	Action
All 4 data points above the goal line	Increase the goal or discontinue secondary intervention. Continue progress monitoring to ensure adequate progress.
All 4 data points below the goal line	Make an instructional change.
4 data points are both above and below the goal line	Keep collecting data until the trend-line rule or four-point rule can be applied.

Progress Monitoring: Determining Response Using Trend Line Analysis



Progress Monitoring: Compare Efficacy of Secondary Interventions



Progress Monitoring: Evaluate Efficacy of Secondary Prevention

- Data should indicate the following:
 - Most students benefit from secondary interventions, but a small percent will need more intensive, individualized instruction (tertiary)
 - Implementation fidelity for interventions and data-based decision rules

Evidence-Based Interventions: Fidelity Matters

Evidence on whether an intervention works also specifically relates to how the intervention was implemented. Changing parts of an intervention – for example, adapting materials, conducting trainings on a different frequency, or omitting or adding content – can reduce the relevance of the prior evidence on the intervention.

Massachusetts Department of Elementary & Secondary Education

Evidence-Based Interventions: Program Effectiveness

“Discovering what works does not solve the problem of program effectiveness. Once models and best practices are identified, practitioners are faced **with the challenge of implementing programs properly**. A poorly implemented program can lead to failure as easily as a poorly designed one.”

Mihalic, Irwin, Fagan, Ballard, & Elliott, 2004

Implementation Fidelity

The best way to monitor fidelity is to ***measure it.***

- Self-report data
- Observation
- Logs, lesson plans, and student work

Evaluating Implementation: Monitoring Fidelity

Evaluating fidelity through **self-report data**

- Questionnaires, surveys, interviews
- May provide an indicator of teacher knowledge, context of implementation
- Often unreliable when used alone

Evaluating Implementation: Monitoring Fidelity

Evaluating fidelity through **observation**

- Develop checklists of critical implementation components
- Record and listen to sessions at random
- Spot checks
- Peer observations
- Peer coaching

Evaluating Implementation: Monitoring Fidelity

Evaluating fidelity through **logs, lesson plans, and student work**

- Allows for evaluation of what was done
 - Content covered
 - Student progress
- Less information about:
 - Delivery
 - Dosage
 - Adherence to scripts (if applicable)

Evaluating Implementation

Using Fidelity Data

- Distinguish curriculum/intervention from **quality of implementation** when problems occur

Evaluating Implementation

Using Fidelity Data

- Identify implementation strengths
 - Staff
 - Potential coaches
 - Components of intervention
- Target areas in need of improvement
 - Coaching
 - Professional development
 - Retraining

Team Activity: Secondary Level

- Use **Handout 2: Secondary Level** to answer the questions about:
 - Focus
 - Instruction
 - Setting
 - Assessment
 - Data-based decision making
 - Other

Reflect

- On a scale of 1-5, how effective are your Tier II interventions?
 - For the entire district/school?
 - For subgroups of students (SpEd, EL, Gifted, etc)?
 - For ELA, math, and behavior?
- How do you know?
- How will you improve Tier II interventions in your district/school?
- What will be your initial next steps?

Review Activity for Tier II

- T or F: All progress monitoring tools are created equal.
- Where can I find evidence of the reliability and the validity of progress monitoring tools?
- Name three uses of progress monitoring data.
- What is a trend line?
- What are two ways to establish progress monitoring goals?
- Describe two ways to analyze progress monitoring data.



Tertiary Prevention Level

Jot It Down

- What is your greatest concern about Tier III?

Tertiary Prevention Level

FOCUS	Students who have not responded to primary or secondary level prevention
INSTRUCTION	Intensive, supplemental intervention delivered to small groups or individually
SETTING	General education classroom or other appropriate setting within the school
ASSESSMENTS	Progress monitoring, diagnostic

Resource: <https://intensiveintervention.org/>

Resource: <https://ies.ed.gov/ncee/wwc/>

Tertiary Level Intervention

- Evidence-based or based on validated progress monitoring methods for individualizing instruction (DBI)
- More intense than secondary
- Maintain implementation fidelity
- Delivered by well-trained staff in optimal group sizes
- Decisions are based on valid and reliable data, and criteria are implemented accurately.
- Addresses general education curriculum in appropriate manner for students

Tertiary Prevention Setting

- General education classroom or other appropriate setting
- Decisions are made on a case-by-case basis
- Optimal group size is chosen for ages and needs of students

Tertiary Prevention Assessment

- Decisions about responsiveness to intervention are based on
 - Reliable and valid progress monitoring data
 - The slope of improvement or final status at the end of the intervention period
- Decision making rules are in place and applied accurately

Tertiary Prevention Assessment

- Progress monitoring
 - Frequent progress monitoring (at least weekly) is recommended
 - Continuously monitor progress based on established learning trajectories indicated by the goal line
- Diagnostic
 - Match instruction to needs
 - Inform individualized instructional planning
- Individual Student Data across Academics and Behavior (e.g., work samples, anecdotal or observational data)

Progress Monitoring Data Within Tertiary Prevention

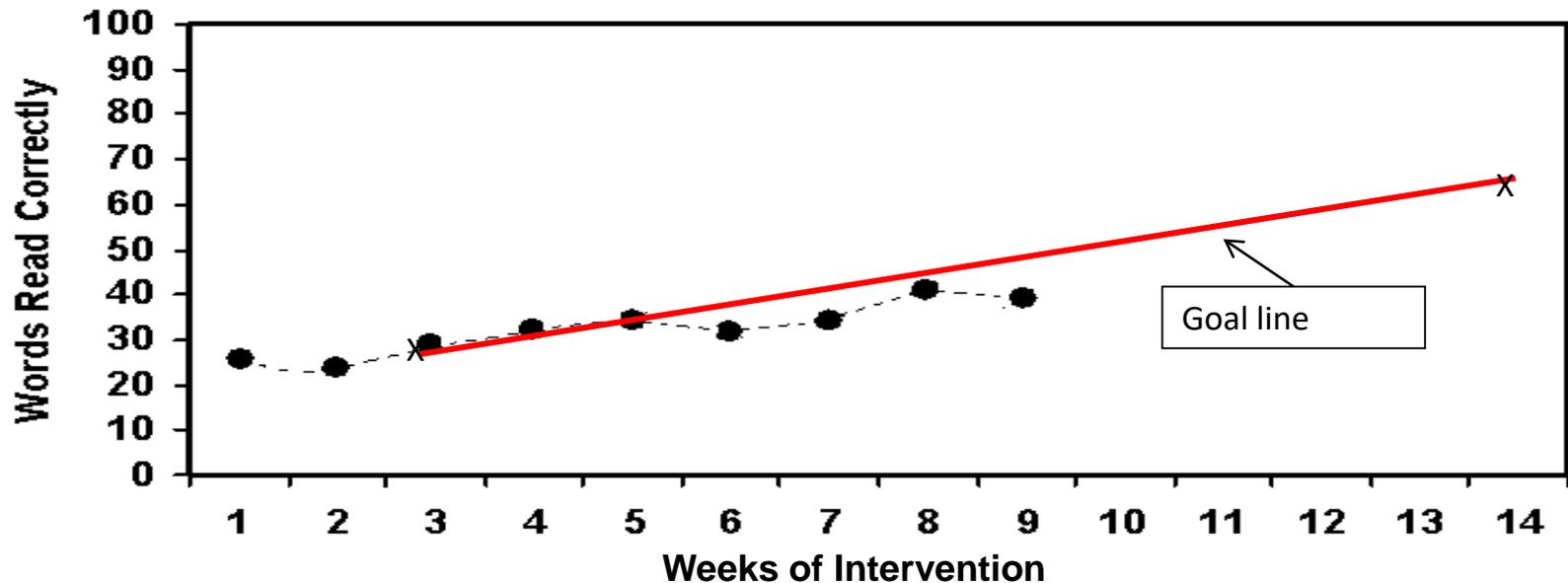
Progress monitoring data

- Determine response to tertiary interventions using
 - The four-point rule
 - Trend line analysis
 - Trend line analysis and slope
- Compare efficacy of tertiary interventions

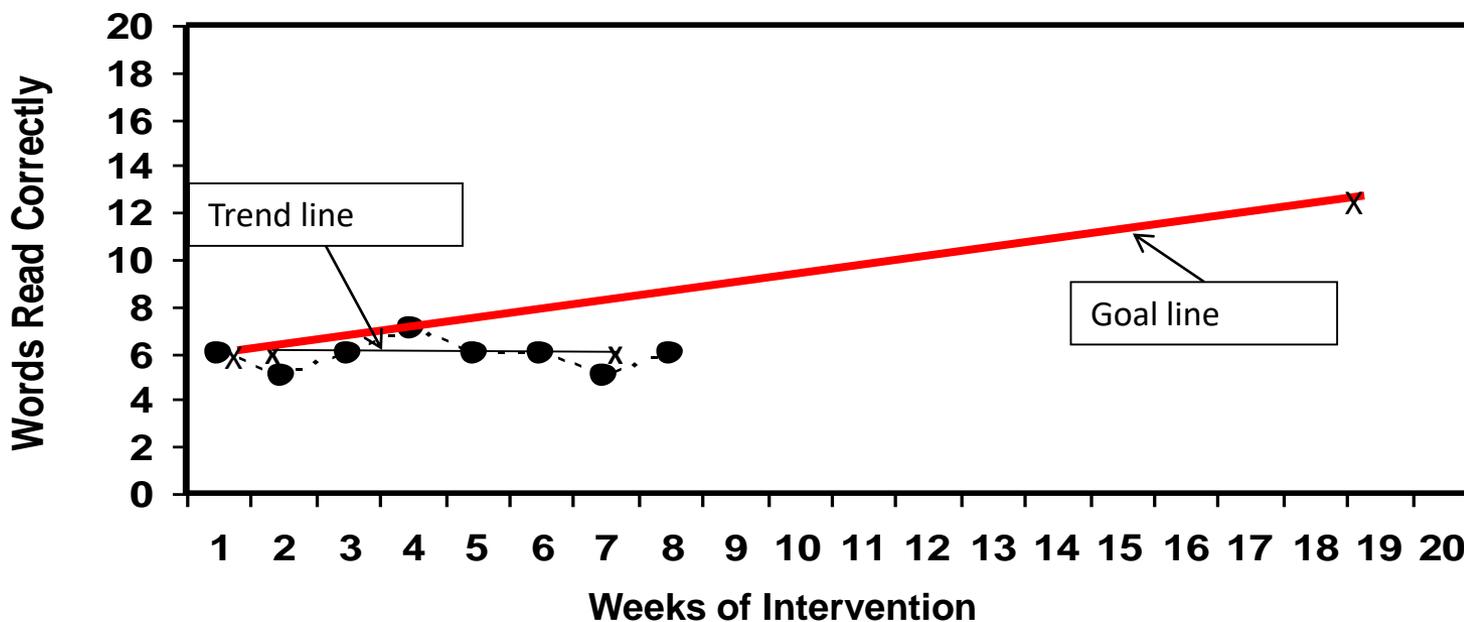
Tertiary Prevention: Goal Setting

- Mid-year and end-of-year trajectory goals
- National norms for weekly rate of improvement (slope)
- Intra-individual

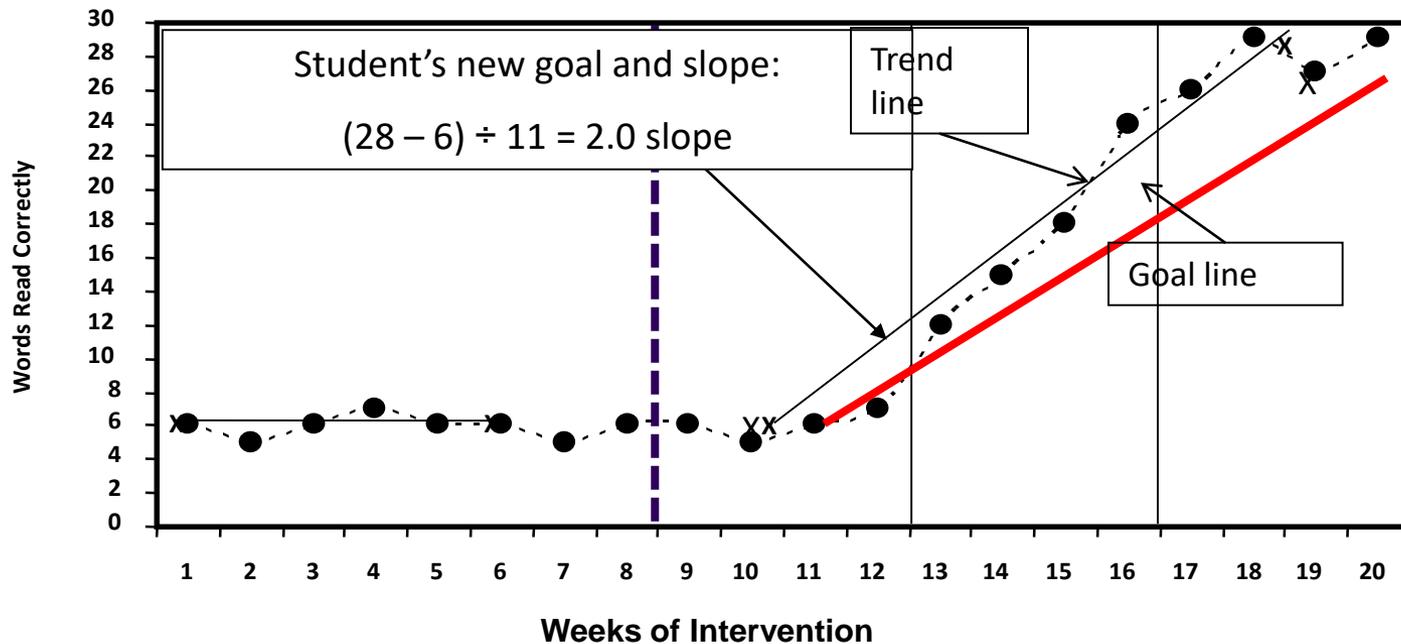
Progress Monitoring: Determining Response Using Four-Point Rule



Progress Monitoring: Determining Response Using Trend Line Analysis

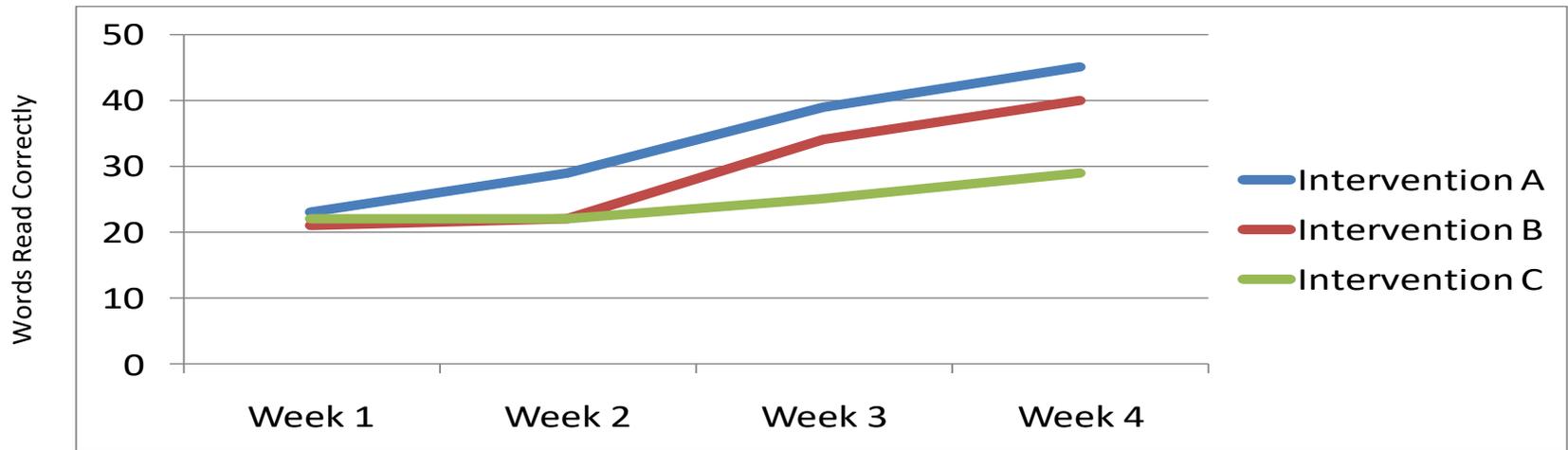


Progress Monitoring: Determining Response Using Trend Line Analysis and Slope



Progress Monitoring: Compare Efficacy of Tertiary Interventions

Growth by Intervention Type



Progress Monitoring: Evaluate Efficacy of Tertiary Prevention

Data should indicate the following:

- Majority of students in tertiary prevention are demonstrating adequate progress
- Implementation fidelity for interventions, program implementation, and data decision rules



Changing the Intensity and Nature of Intervention

How does your district/school change the intensity and nature of intervention?



The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, expressed in terms of effect sizes. Effect sizes of above .25 indicate an intervention has value in improving outcomes. Effect sizes of 0.35 to 0.40 are moderate; effect sizes of 0.50 or larger are strong (preferred).
Dosage	The number of opportunities a student has to respond and receive corrective feedback. It refers to the size of the instructional group, the number of minutes each session lasts, and the number of sessions provided per week.
Alignment	How well the program (a) addresses the target student's full set of academic skill deficits, (b) does <i>not</i> address skills the target student has already mastered (extraneous skills for that student), and (c) incorporates a meaningful focus on grade-appropriate curricular standards.
Attention to transfer	The extent to which an intervention is designed to help students (a) transfer the skills they learn to other formats and contexts and (b) realize connections between mastered and related skills.
Comprehensiveness	The number of explicit instruction principles the intervention incorporates (e.g., providing explanations in simple, direct language; modeling efficient solution strategies instead of expecting students to discover strategies on their own; providing practice so students use the strategies to generate many correct responses; and incorporating systematic cumulative review).
Behavioral support	The extent to which the program incorporates (a) self-regulation and executive function components and (b) behavioral principles to minimize nonproductive behavior.
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring data, to address the student's complex learning needs.

*Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

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The *Taxonomy of Intervention Intensity** was developed based on existing research to support educators in evaluating and building intervention intensity.

Dimensions*	Description
Strength	How well the program works for students with intensive intervention needs, sometimes expressed as a promising or effective program by a reliable source (e.g., NCII Tools Charts, WWC).
Dosage	The number of opportunities a student has to (a) respond (i.e., practice/demonstrate skill), (b) receive positive feedback (e.g., praise, tokens, points), (c) exchange for backup reinforcers, and (d) receive corrective feedback.
Alignment	How well the program (a) addresses school-wide expectations, (b) addresses classroom/teacher expectations, (c) addresses student's skill deficits, (d) matches rewards to student's preferences and/or function of problem behavior, and (e) does not address extraneous skills.
Attention to transfer	The extent to which an intervention emphasizes how and when a student uses skills across contexts/situations and includes opportunities to practice using skills across context/situations. The program reinforces the use of skills across contexts/situations.
Comprehensiveness	The extent to which the intervention includes a plan for (a) teaching appropriate behavior, (b) adjusting antecedent conditions to prevent problem behavior, (c) reinforcing appropriate behavior, (d) minimizing reinforcement for problem behavior, (e) fading supports (and supports can be easily faded), (f) monitoring fidelity, (g) working in conjunction with related services, and (h) communicating with parents.
Academic support	The extent to which the program (a) can be easily integrated within context of academic instruction, (b) complements rather than supplants academic focus, and (c) includes procedures for reinforcing responses related to academic achievement (e.g., engagement, work completion).
Individualization	A validated, data-based process for individualizing intervention, in which the educator systematically adjusts the intervention over time, in response to ongoing progress monitoring, to address the student's complex learning needs.

*Adapted from Fuchs, L.S, Fuchs, D. & Malone, A.S. (2017). The Taxonomy of Intervention Intensity. *TEACHING Exceptional Children*, 50(1), 35–43.

Team Activity: Tertiary Level

Handout

- Use **Handout 3: Tertiary Level** to answer the questions about:
 - Focus
 - Instruction
 - Setting
 - Assessment
 - Data-based decision making
 - Other



Selecting Evidence-Based Interventions

Example 1: Bell Top Elementary School

Ms. Jones, a third-grade math teacher, has noticed that Jack, Bobby, and Jane seem to be struggling with word problems despite the strong research-based core curriculum. In looking at their scores on the screening measure, Ms. Jones noticed that they are all below the cut score. After monitoring their progress over a number of weeks she continued to see no progress. Can you identify an intervention that might help Jack, Bobby, and Jane improve? Why did you select that intervention?

Example 2: Lake Ridge Middle School

Mr. Morris has identified that Jessica does not have a strong grasp on the basic skills of reading and is therefore struggling in his class. After looking at her screening data and monitoring her progress, the team has decided to implement an intervention to help her with basic reading skills. Is there an intervention available that the team might suggest for Mr. Morris might use to help Jessica? What questions might the team ask in selecting an appropriate intervention?

Example 3: Act Now High School

The school counselor, Mr. Robinson, is concerned about a ninth grade student, John. John's record from the middle school indicates that he was engaged in school activities and was on target both academically and behaviorally. In the first semester of ninth grade, John, began to have attendance problems and teachers reported some classroom out-bursts. With additional support from his teachers and a behavioral support class provided by the counseling department, he passed all of his classes. During second semester, John has been absent more often and has been assigned in-school suspension twice for class disruptions. Teachers believe that John has the ability to be successful, but his work habits, attendance, and behavioral issues are interfering. What questions would you ask? What intervention(s) could you suggest for the team to consider for John?

Selecting Evidence-Based Interventions

- Identify needs and priorities
- Select interventions to address needs
- Evaluate evidence claims
- Implement interventions with fidelity
- Evaluate effectiveness

Think-Pair-Share

- Where can districts and schools find evidence of an intervention's effectiveness?
- Describe **strength** in the Taxonomy of Intervention Intensity.
- How can schools monitor the fidelity of intervention implementation?

Are you able to:

- Identify characteristics of a multi-level prevention system?
- Describe the focus, instruction, setting, and assessments associated with secondary and tertiary instruction (Tiers II & III)?
- Evaluate the effectiveness of secondary and tertiary level instruction (Tiers II & III)?

Next Steps



**Please complete the
post test and training evaluation**

Professional Learning Calendar

Date(s)	Content	Location	Audience
8/21 – 8/22/2019	Evidence-Based Practices and Evidence-Based Interventions	GaDOE West Tower, 20 th Floor Atlanta, GA	All GaDOE, All Georgia educators (Priority given to Cohorts 1 & 2)
September 2019	Infrastructure and Needs Assessment	Individual Sites	Cohort 2 Districts & Schools
9/12/2019	SSTAGE Fall Conference	Macon, GA	All Georgia Educators
10/8/2019	Screening**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
10/10/2019	Screening**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)

** This professional learning module will be offered on two different dates. Cohort 2 Districts can choose which of the two sessions they wish to attend.

Professional Learning Calendar

Date(s)	Content	Location	Audience
10/22/2019	MTSS for Middle & High Schools	GaDOE West Tower, 20th Floor: Floyd Room	All Georgia Educators (Priority given to Cohorts 1 & 2)
11/6/2019	Progress Monitoring**	KSU Center Kennesaw, GA	All Georgia educators (Cohort 2 Districts required**)
11/7/2019	Progress Monitoring**	Anderson Conference Center Macon, GA	All Georgia educators (Cohort 2 Districts required**)
1/15/2020	SSTAGE Promising Practices Conference	Athens, GA	All Georgia Educators

** This professional learning module will be offered on two different dates. Cohort 2 Districts can choose which of the two sessions they wish to attend.

Professional Learning Calendar

Date(s)	Content	Location	Audience
1/22/2020	Multi-Level Prevention System Part 1**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
1/28/2020	Multi-Level Prevention System Part 1**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)
January- February 2020	Fidelity Rubric Verification	Individual Sites	Cohort 1 & 2
3/17/2020	Multi-Level Prevention System Part 2**	Anderson Conference Center Macon, GA	All Georgia Educators (Cohort 2 Districts required**)
3/19/2020	Multi-Level Prevention System Part 2**	KSU Center Kennesaw, GA	All Georgia Educators (Cohort 2 Districts required**)

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Georgia's Tiered System of Supports for Students

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Georgia's Tiered System of Supports for Students

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Need More Information?

Georgia's Tiered System of Supports for Students

www.gadoe.org/TieredSystemofSupports

or

www.gadoe.org/MTSS

Resources Available

- Fact Sheets: Simplify essential components/framework
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Project Officer, Jennifer Coffey.**





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